

# LOOK

THE WORLD IS AN  
AMAZING PLACE

[NGL-EMEA.COM/LOOK-FOR-SAUDI-ARABIA](https://www.ngl-emea.com/look-for-saudi-arabia)

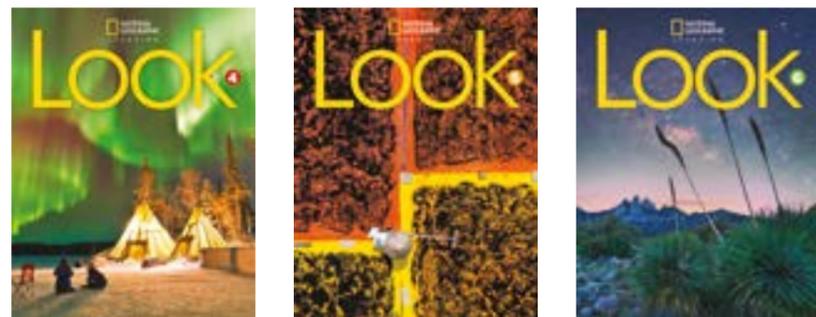
Course Information and Sample Unit from Level 3

# Look

## SAMPLER

Get up close with *Look*, a seven-level series for young learners of English.

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For audio, Student's Book, Workbook and Teacher's Book samples, please visit:  
[ngl-emea.com/look-for-saudi-arabia](http://ngl-emea.com/look-for-saudi-arabia)



See something real with amazing photography and authentic stories with inspiring National Geographic Explorers, including Saudi specific content which incorporates Saudi life and culture.



Help learners make connections in English between their lives and the world they live in through high-interest, global topics that encourage them to learn and express themselves.

With short, fresh lessons that excite students and make teaching a joy, *Look* gives young learners the core language, balanced skills foundation and confidence-boosting exam support they need to use English successfully in the 21<sup>st</sup> century.





Treehouse in the sky, Baños, Ecuador

Look at the photo. Answer the questions.

- What is she doing?
- Where do you go on holiday?
- What do you like playing on holiday?

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## UNIT CLOSE UP

### Unit Opener:

Stunning photos introduce learners to high-interest topics, prepare them for the unit content and help activate prior knowledge.

# THE WORLD IS AN AMAZING PLACE

With *Look*, learners experience the world as it is and life as people all over the world live it through authentic content, relevant readings, and impactful photography. Every lesson is an opportunity for students to see something real and expand their world.

With a curriculum based on an excellent balance of the four skills, an emphasis on grammar instruction and a focus on phonics, teachers can be sure students' language needs are covered.

The Student's Book lessons are easy to teach in any classroom setting:

### Starter

- 10 units
- 5 lessons per unit plus Unit Opener

### Levels 1-6

- 12 units
- 7 lessons per unit plus Unit Opener



Integrated **Value** activities support personal development.



### Vocabulary

**Lesson 1:** Target vocabulary is introduced with photography in a real-world context.

### Grammar 1

**Lesson 2:** Target grammar is presented, highlighted in a grammar box and followed by practice.

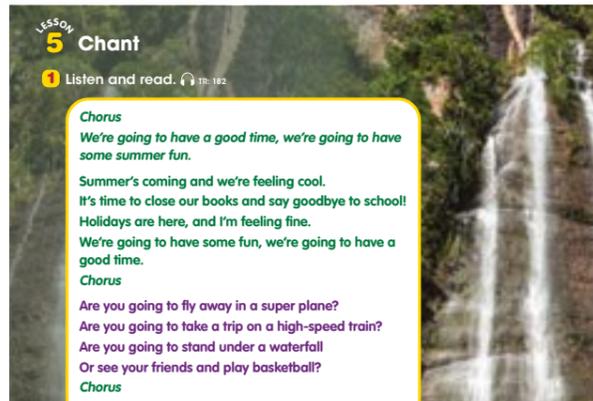


### Reading

**Lesson 3:** Readings introduce learners to fascinating people and places around the world.

### Grammar 2

**Lesson 4:** Target grammar is contextualised in the reading, highlighted in a grammar box and followed by practice.



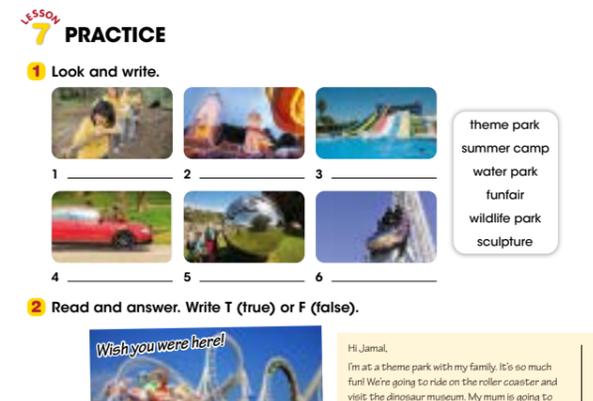
### Chant

**Lesson 5:** Lively chants reinforce language students have learned.

### Phonics/Writing

**Lesson 6:** In levels Starter-3, phonics lessons facilitate the learning of English sounds.

In levels 4-6, writing lessons teach students to write in various formats using language they have learned.



### Practice

**Lesson 7:** Learners are encouraged to practise the language they have learned in the unit.

# LEARN SOMETHING REAL



Aurora Village in Yellowknife, Canada is a popular destination to see the Northern Lights up close.

## EXTRA ACTIVITY

Take your students to amazing locations and meet incredible people - all without leaving the classroom.



**2 PROJECT** Draw a map of an imaginary place. What animals live there? Choose a place to live.

**3** Present your map to the class.

EXTRA ACTIVITY 1 27

Every **Extra Activity** includes reading and comprehension activities. These lead into project work.

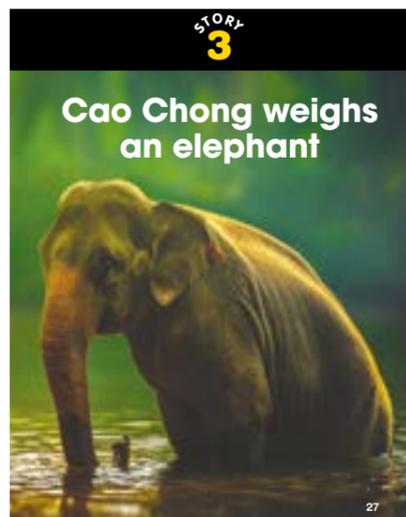
## EXTRAORDINARY EXPLORERS

Get closer to the world with the help of National Geographic Explorers.

Learn about real-world explorers through compelling activities and practice.

## READING ANTHOLOGIES

Give students additional reading practice with five anthology stories in Levels Starter and 1, and four stories in Levels 2-6.



### Anthology stories:

- |                                                                                                                                                                                                           |                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Level Starter:</b></p> <ol style="list-style-type: none"> <li>Drive along, animal chart</li> <li>Tips in the snow</li> <li>The empty pot</li> <li>Muddy puddles!</li> <li>Little Red Hen</li> </ol> | <p><b>Level 4:</b></p> <ol style="list-style-type: none"> <li>Firefighters of São</li> <li>Diego and the table</li> <li>A weekend in Dubai</li> <li>Superhero powers</li> </ol>                                                  |
| <p><b>Level 1:</b></p> <ol style="list-style-type: none"> <li>Click! Click!</li> <li>We're all superhuman!</li> <li>Whose's house?</li> <li>The farmer and the rock</li> <li>A sandy surprise</li> </ol>  | <p><b>Level 5:</b></p> <ol style="list-style-type: none"> <li>Penguins on the beach</li> <li>Cao Chong weighs an elephant</li> <li>The legend of Urashima Taro</li> <li>Stephane Karpis: scientist, inventor, pioneer</li> </ol> |
| <p><b>Level 2:</b></p> <ol style="list-style-type: none"> <li>The Culture House</li> <li>Kind gardeners</li> <li>Different jobs, different faces</li> <li>Leaf's team</li> </ol>                          | <p><b>Level 6:</b></p> <ol style="list-style-type: none"> <li>The Ocean Cleanup</li> <li>Robots all around us</li> <li>Anand Varma</li> <li>The Seven Secrets of the Garden</li> </ol>                                           |
| <p><b>Level 3:</b></p> <ol style="list-style-type: none"> <li>The girl and the elephant</li> <li>My tooth hurt!</li> <li>The legend of the Giant's Causeway</li> <li>Water cooler tale</li> </ol>         |                                                                                                                                                                                                                                  |

## EXTRA READING

Look Supports Teachers in All Classrooms:

- Digital PDF of Student's Book available for projecting in classrooms
- Further teacher's support with audio and flashcards available online



# TEACH FOR SUCCESS

## ASSESSMENT AND EXAM SUPPORT

Create an environment where students are relaxed and confident in their abilities. Give them opportunities to show what they have learned, without any stress.

With comprehensive coverage of international exams task types and parent-teacher support materials, *Look* helps learners perform their best and prepares them for assessment success.

### Assessment support includes:

- Guidance on evaluating student performance, with formative assessment and remedial activities in the Teacher's Book.
- An exam practice test in every Workbook.



A man spreading out peppercorns to dry in the sun at a pepper plantation in Phu Quoc, Vietnam.



Cambridge exam-style activities for young learners are represented through the Student's Book and Workbook activities, ensuring students are exposed to and practice the different task types.

**Task Guidance Notes**  
**Starters Reading & Writing Part 1** Have students read five short sentences, each with a picture. Have them put a check if the sentence matches the picture or a cross if it doesn't. This part is testing recognition of some words, singular and plural forms, and understanding short sentences.

**Challenges** Students tend to rush at this because the pictures look easy. The words are often in the same semantic or sound set, which students are likely to confuse (for example, *socks* and *shoes*; *mouse* and *house*). Encourage students to take a ten-second pause before answering each one. They should not panic if they don't know one of the words because they have five sentences.

**Performance Descriptor**

- Can read and understand some simple sentences

Task Guidance Notes in the Teacher's Book help instructors break down exam tasks and build students' confidence.





## LESSON 1 Words

1 Listen and point. TR: 175



art gallery



funfair



museum



summer camp



theme park



water park



wildlife park



dinosaur



ride



sculpture

2 Listen and repeat. TR: 176

3 Say.

I'm on a ride.

You're at the funfair.

Yes!

Museum of Natural History, Berlin, Germany

## Grammar LESSON 2

1 Listen and chant. TR: 177

I'm going to see some dinosaurs. I'm not going to look at art.

You're going to a museum.

That's right! Yes, I am.

She's going to see some lions. She isn't going to leave the car.

She's going to go to a wildlife park.

That's right! Yes, she is.

We're going to ride on a roller coaster. We aren't going to stay at home.

You're going to visit a theme park.

That's right! Yes, we are.

2 Listen and read. TR: 178

I'm going to see some dinosaurs.

You're going to visit a theme park.

She isn't going to leave the car.

We aren't going to stay at home.

3 Choose a verb and write. There is one verb you don't need.

clean go go on go to ~~learn~~ look at take

1 I've got a book. I'm going to learn about art.

2 We are excited. We \_\_\_\_\_ a roller coaster.

3 She's got a ticket. She \_\_\_\_\_ the museum.

4 He's got his camera. He \_\_\_\_\_ photos.

5 The tent is in the car. They \_\_\_\_\_ camping.

6 Today's boring. I \_\_\_\_\_ my room!

4 Draw pictures. Guess.

You're going to visit a museum.

That's right.

## LESSON 3 Reading

1 Look at the words. Listen and repeat. TR: 179

chefs stars circus juggle skills unicycle

2 Look at the photo. Which summer camp is it?

3 Listen and read. TR: 180

Are you going to have fun this summer? Here are three summer camps where children learn something new!

### Cooking camp

Do you like cooking? You're going to love Masterchef summer camp! In the mornings you're going to learn to cook with professional **chefs** and the young **stars** of the TV programme *Masterchef!* In the afternoons, you're going to have fun in the Spanish countryside.

### Circus camp

Can you **juggle**? Well, you're going to learn! There are lots of fun **skills** to learn at a circus school in California, like walking on a rope and riding a **unicycle**. You're going to sleep in a tent, climb trees and make lots of friends.

### Wildlife photography camp

Go camping in the forests and mountains of Nilgiri in India, discover the animals that live here and learn about taking fantastic photos at the same time! You're going to see tigers and Asian elephants and many more wild animals.

4 Read again. At which summer camp do ...

- 1 you learn new skills from adults and children? \_\_\_\_\_
- 2 people find different skills they are good at? \_\_\_\_\_
- 3 you work in a kitchen? \_\_\_\_\_
- 4 you see dangerous animals? \_\_\_\_\_
- 5 people make lots of friends? \_\_\_\_\_
- 6 you sleep in a tent? \_\_\_\_\_ and \_\_\_\_\_

5 Which summer camp are you going to choose? Why?

## LESSON 4 Grammar

1 Listen and read. TR: 181

*Are you going to have fun this summer? Yes, I **am**.*  
*Is she going to learn to juggle? No, she **isn't**.*

2 Make questions.

- 1 Joe / visit a museum?
- 2 Padma and Sunil / go to a theme park?
- 3 Kristiina / go to the funfair?
- 4 Jimena and Joe / go to a theme park?
- 5 Jimena / have a day at the art gallery?
- 6 Joe / visit an art gallery?

3 Look at the chart. Match the questions (1-6) in Exercise 2 with the answers (A-F).

	summer camp	theme park	camping	wildlife park	funfair	museum	art gallery	visit grandparents
Joe	✓	✗	✗	✗	✗	✓	✗	✓
Padma	✗	✓	✓	✗	✗	✗	✗	✗
Sunil	✗	✓	✗	✗	✗	✗	✓	✗
Kristiina	✗	✗	✗	✓	✗	✗	✗	✓
Jimena	✓	✗	✗	✗	✓	✗	✓	✗

- A No, he isn't. \_\_\_\_      D Yes, he is. \_\_\_\_  
 B No, she isn't. \_\_\_\_      E Yes, she is. \_\_\_\_  
 C No, they aren't. \_\_\_\_      F Yes, they are. \_\_\_\_

4 Ask and answer.

Is Joe going to go to summer camp?

Yes, he is.

5 Act and say.

Are you going to fly in a plane?

A circus for children in Afghanistan

## LESSON 5 Chant

1 Listen and read. TR: 182

### Chorus

We're going to have a good time, we're going to have some summer fun.

Summer's coming and we're feeling cool.

It's time to close our books and say goodbye to school!

Holidays are here, and I'm feeling fine.

We're going to have some fun, we're going to have a good time.

### Chorus

Are you going to fly away in a super plane?

Are you going to take a trip on a high-speed train?

Are you going to stand under a waterfall

Or see your friends and play basketball?

### Chorus

I'm not going to travel, I'm going to stay at home,

But I've got things to do with friends, and on my own.

I'm going to take some photos, read a book or two,

And jump on my bed like a kangaroo!

### Chorus

2 Listen and chant. TR: 183 and 184

3 Chant and act. TR: 185

**VALUE** Plan your free time.  
Workbook, Lesson 6



A waterfall in Payakumbuh, West Sumatra, Indonesia

## LESSON 6 Phonics

1 Listen. Underline the stressed syllables.

TR: 186

1 summer

2 kangaroo

3 holidays

4 banana

5 waterfall

6 travel

2 Listen again. How do we say the syllables in bold? TR: 187

1 **summer**

2 kang**aroo**

3 holi**days**

4 **banana**

5 water**fall**

6 **travel**

3 Circle. Listen and chant. TR: 188

I'm going to fly over Africa

In a helicopter today.

We're going to see big animals

Like giraffes and elephants.

4 Write the vowel(s). Say the words. Listen and repeat. TR: 189



1 art gall\_\_\_\_ry



4 daught\_\_\_\_r



2 cin\_\_\_\_m\_\_\_\_



5 din\_\_\_\_saur



LESSON 7 PRACTICE

1 Look and write.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

- theme park
- summer camp
- water park
- funfair
- wildlife park
- sculpture

2 Read and answer. Write T (true) or F (false).



Hi Jamal,

I'm at a theme park with my family. It's so much fun! We're going to ride on the roller coaster and visit the dinosaur museum. My mum is going to visit the art gallery to see the sculptures, but I'm not. I think it's boring!

Next weekend, I'm going to stay in a summer camp with my cousins. What about you? Are you going to travel or are you just going to stay at home?

From,  
Khalid

- 1 Khalid's going to ride on the roller coaster. \_\_\_
- 2 Khalid's going to see wild animals. \_\_\_
- 3 Khalid's going to see sculptures. \_\_\_
- 4 Khalid's going to visit his cousins. \_\_\_
- 5 Khalid's going to stay at home next weekend. \_\_\_

Writing

We use **and** to talk about an extra thing.  
I'm going to play with my cousins **and** pick fruit with my grandparents.  
We use **or** to talk about choices.  
Are we going to go kayaking **or** go swimming?

3 Write a postcard.

LESSON 5 Phonics and Writing

1 Listen to how the **e** in *summer* is pronounced. Circle the letters that make the same sound. TR: 50

1 summer	2 parents	3 Brazil	4 crocodile
5 daughter	6 elephant	7 exercise	8 Poland

2 Match.

1 Do you prefer travelling by boat or	A come to the park with us?
2 First, I'm going to do my homework and	B flying in a plane?
3 Does she want to stay at home or	C go roller-skating with Max.
4 I want to go on this roller coaster and	D that one! They're both amazing!
5 On Saturday, we can go to Mehdi's picnic or	E your mum's cake.
6 I liked the sandwiches, the biscuits and	F then I'm going to play my new game.

3 Write **and** or **or**.

Hi Misha,  
I'm on holiday in Valparaiso with my mum \_\_\_\_\_ my sister. Yesterday morning, we saw lots of birds \_\_\_\_\_ animals at the zoo \_\_\_\_\_ we visited a museum in the afternoon. \_\_\_\_\_ to go to the beach \_\_\_\_\_.  
Are you going to visit your grandparents in Delhi? Please write soon!  
From,  
Frida

98 UNIT 12 Let's have fun!

UNIT 12 Let's have fun!

LESSON 1 Words

1 Look and write.

1 On Monday, we went to the _____.	2 On Tuesday, we went to the _____.	3 On Wednesday, we went to the _____.
4 On Thursday, we went to the _____.	5 On Friday, we went to the _____.	6 On Saturday, we went to the _____.

2 Write.

art gallery   dinosaurs   funfair   museum   rides   sculptures  
summer camp   water park   wildlife park

- 1 I made a lot of friends at \_\_\_\_\_.
- 2 I went on eight different \_\_\_\_\_ at the \_\_\_\_\_.
- 3 The family visited an \_\_\_\_\_ where children can climb on the \_\_\_\_\_.
- 4 I didn't swim much of the \_\_\_\_\_.
- 5 I saw a lot of animals at the \_\_\_\_\_.
- 6 We learnt about \_\_\_\_\_ at the \_\_\_\_\_.

3 Listen. Write the place each speaker went to. TR: 48

1 Ela went to an _____.	2 Dev went to a _____.
3 Leo went to _____.	4 Rosa went to a _____.

94

3 Reading

1 Listen and repeat. TR: 137

scarecrow happy boots hat gloves

2 Listen and read. TR: 138

Look at this man. Is he real? No, he isn't! He's a **scarecrow**. A scarecrow is a big doll. You can see scarecrows on farms. This scarecrow is **happy**. Look at his mouth! He's got big eyes. What colour is his face? It's orange.

What about his clothes? He's got a blue and red shirt and jeans. He hasn't got shoes, but he's got **boots**. They're black. He's got a nice **hat** and two **gloves**.

Can you make a scarecrow?

3 Read again and match.

- |                    |               |
|--------------------|---------------|
| 1 The scarecrow is | black.        |
| 2 His eyes are     | blue and red. |
| 3 His face is      | happy.        |
| 4 His shirt is     | orange.       |
| 5 His boots are    | big.          |



Grammar <sup>LESSON</sup> 4

1 Listen and read. TR: 139

What colour is his face?  
It's orange.  
What colour are his eyes?  
They're black.

2 Read and answer.



- 1 What colour is his hair?  
It's black.
- 2 What colour is his hat?
- 3 What colour are his trousers?
- 4 What colour is his shirt?
- 5 What colour are his boots?

3 Listen, draw and colour. TR: 140

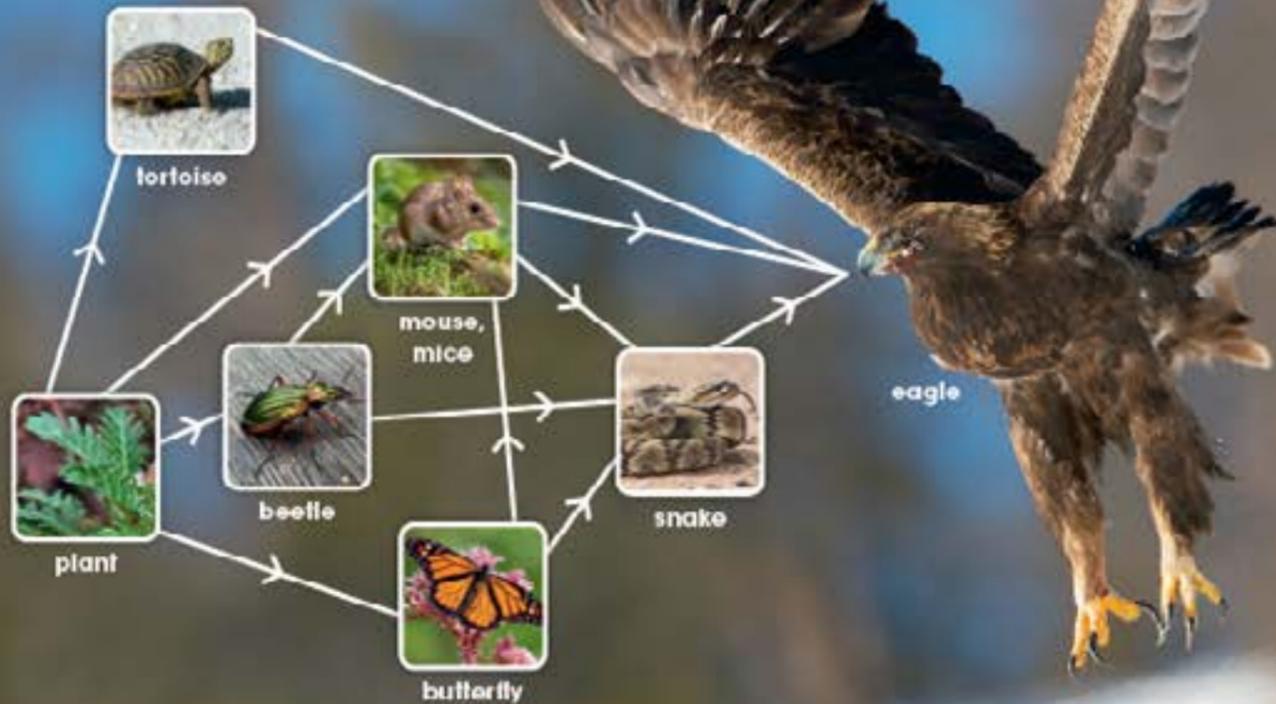
4 Say, ask and answer.

Girl or boy? Girl.

OK. What colour are her shoes?  
They're black.

**LESSON 1 Vocabulary**

1 Listen, point and repeat. TR: 33



2 Complete the text with words from Exercise 1.  
 All living things need food. A food chain or a food web shows us who is eating who. Food chains always start at the bottom with 1 \_\_\_\_\_ **Insects**, like butterflies and 2 \_\_\_\_\_ get their food from plants. Small **mammals** like 3 \_\_\_\_\_ eat insects and plants. 4 \_\_\_\_\_ eat insects and small mammals. 5 \_\_\_\_\_ are at the top of the food chain. They eat other birds, mice, snakes and 6 \_\_\_\_\_.

3 Listen and complete the notes about the harpy eagle. TR: 34

Home: Rain forest in 1 \_\_\_\_\_  
 Weight: 2 \_\_\_\_\_ kilogrammes  
 Wingspan : 3 \_\_\_\_\_ metres

**Harpy eagle food chain**

Harpy eagle

↓

4 \_\_\_\_\_ and small 5 \_\_\_\_\_  
 for example: 6 \_\_\_\_\_ monkeys

↓

mice and 7 \_\_\_\_\_

↓

plants



Harpy eagle

4 Work in pairs. Make a food chain diagram for another animal.

**LESSON 2 Grammar**

1 Study the grammar box.

**Comparison**

We use comparative and superlative adjectives to compare things.  
 A harpy eagle is **heavier than** a golden eagle.  
 The ostrich is **the biggest** bird in the world.  
 We can also use (not) as ... as to compare things.  
 A harpy eagle's wingspan is two metres. A lion is two metres long.  
 A harpy eagle's wingspan is **as long as** a lion.  
 A cheetah can run at 120 kilometres per hour. A lion can run at 80 kilometres per hour. A lion **isn't as fast as** a cheetah.



An ostrich

2 Look at the animal information table. Then read sentences 1-5. Circle the correct answer.

	White rhinoceros	African elephant	Hippopotamus	African lion
<b>Weight (kilogrammes)</b>	3600	5000	3600	180
<b>Height (metres)</b>	1.85	4	1.6	1.2
<b>Length (metres)</b>	3.65	6.9	5	2
<b>Speed (kilometres per hour)</b>	50	40	23	80

- 1 An African elephant is longer than / as long as a hippopotamus.
- 2 A white rhinoceros isn't as fast as / is faster than a lion.
- 3 A hippopotamus is as tall as / isn't as tall as a white rhinoceros.
- 4 A white rhinoceros is as heavy as / isn't as heavy as a hippopotamus.
- 5 A hippopotamus is slower than / is faster than an African elephant.

3 Work in pairs. Make sentences about animals with comparatives, (not) as ... as and the adjectives from the box.

big dangerous fast heavy interesting light small

A kitten isn't as dangerous as a lion.

A lion is more dangerous than a kitten.

# YOUNG LEARNERS

For more information visit  
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# Look

**CEFR correlation**

	Pre-A1	A1	A2	B1
Starter	■			
1	■	■		
2	■	■	■	
3		■	■	
4		■	■	■
5			■	■
6			■	■

**Cambridge English Qualifications Correlation**

Starter	
1	Pre A1 Starters
2	Pre A1 Starters/A1 Movers
3	A1 Movers
4	A1 Movers/A2 Flyers
5	A2 Flyers/A2 Key for Schools
6	A2 Flyers/B1 Preliminary for Schools

FOR STUDENTS	STARTER	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Student's Book	9780357918371	9780357918388	9780357918395	9780357918401	9780357918418	9780357918425	9780357918432
Workbook	9780357918449	9780357918456	9780357918463	9780357918470	9780357918487	9780357918494	9780357918500
Anthology	9780357918593	9780357918609	9780357918616	9780357918623	9780357918630	9780357918647	9780357918654
FOR TEACHERS	STARTER	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Teaching Support, including: Teacher's Book, Audio, PDF and Flashcards	Available Online						

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**Cover Photo:** Blue maomao fish swimming above a bed of kelp in the shallow water around the rocky coasts of New Zealand and Australia.

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